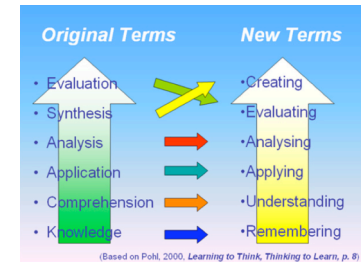




Bloom's Taxonomy

At Kairanga School we predominantly use Bloom's Taxonomy as a planning tool, especially in literacy.
Students are exposed to different levels of thinking appropriate to their year level.

Bloom's Taxonomy of thinking, dividing thinking skills into six levels of thinking was first developed in 1956. The 1990's Anderson (a student of Bloom) revised the taxonomy so that it reflected the process of thinking rather than simply describing a thinking strategy.



	Thinking	Relating to Others	Using language, symbols and text	Managing Self	Participating and Contributing
Remembering Recall of information	Knowledge, recall	Listen actively	Decoding, recognition and text production of all kinds - written, oral, visual.		
Understanding Explain ideas or concepts	Making sense of and questioning information	Listen actively and share ideas	Understand that language and symbols are systems for representing and communicating information, experiences and ideas	Know when to lead and when to follow someone's lead	Understand the importance of balancing rights, roles and responsibilities Confident to participate within new concepts
Applying Use information in another situation	Apply these processes to research, organisation and evaluation for all kinds of purposes	Interact effectively with a diverse range of people in a variety of contexts Recognise different points of view	Interpret and use words, numbers, images, movement, metaphor and technologies in range of contexts Work with and make meaning of the codes in which knowledge is expressed	Students are resourceful and have strategies to meet challenges Making own well informed choices	Participate and contribute actively in new roles Making connections with others
Analysing Break down into parts	Constructing knowledge, making decisions and shaping actions Have well developed thinking and problem solving skills	Awareness of the effects that their words and actions have on others		Establish personal goals Makes plans Set high standards	
Evaluating Judge, value and justify	Reflect on own learning, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and perceptions.	Listen actively Recognise different points of view Negotiating Sharing ideas Know when it is appropriate to compete and when it is appropriate to cooperate		Knowing when to follow someone's lead and knowing when to lead Knowing when to act appropriately.	Making connections with others Respond appropriately as a group member
Creating Combine known to create new	Are intellectually curious Active seekers, users and creators of knowledge Use creative process to make sense of information, experiences and ideas	Are open to new learning and able to take different roles in different situations	Use languages and symbols to produce texts of all kinds	Have a can-do attitude Enterprising Resourceful Establishing goals Have strategies for meeting challenges Knowing when and how to act independently	Participate actively in local, national and global communities Create opportunities for including others in the group Contribute to the quality and sustainability of social, physical and economic environments